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ABSTRACT

This volume contains papers of interest to Texas Association for Community Service and Continuing Education (TACSCE) members. The editorial, "Planning to Fail" (Silvia Lesko), emphasizes the importance of strategic planning. A perspective paper, titled "Continuing Education as a Vehicle for Economic Development and/or Recovery" (Phillip Speegle), looks at the role of continuing education in the next decade. "The Humanities in Texas Continuing Education" (Mary McIntire) is the President's Award paper. Based on a survey of 67 TACSCE institutions (32 responses), it takes the position that humanities programs are worth doing; public humanities programming is alive and well, though not necessarily in university and college continuing education; humanities programming can succeed in urban and rural areas; and TACSCE should assume a leadership role in humanities public programming in Texas. The runner-up President's Award paper is "An Exploratory Study of Nonparticipation by Older Adults in Organized Educational Activities" (Allan Pevoto). It reports a study to identify the reasons for nonparticipation through interviews with 33 older adult nonparticipants. Two major categories are suggested as describing the basis for nonparticipation: a negative self-image and lack of interest in courses offered. "1989 Personnel Profile/Salary Survey and Institutional Profile" (Howard Smith et al.) presents results of a comprehensive survey of 281 institutions regarding continuing education personnel, salaries, and programming. (YLB)

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RESEARCH COMMITTEE

Fall 1990
Volume 6, Number 1

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Foreword and Acknowledgements

Howard W. Smith, Jr.
Chair, Research Committee

Professor and Director
Office of Policy Studies in Higher Education
University of North Texas

The TACSCE Research Annual is beginning to achieve the status of a mature publication. From its infancy and through its adolescence, the Research Annual has explored several formats and approaches. This year's edition represents the culmination of the previous five year's experience. In doing so, it represents the most complete and comprehensive Research Annual to date. This volume includes an editorial, guest editorial, the President's Award paper, the runner-up President's Award paper, the full text of the Program and Personnel/Salary Surveys, and other information of interest to TACSCE members.

Special thanks should go to Silvia Lesko for continuing editorship, to Fred Voda for service as chair of the President's Award Committee, and to Arleen Atkins of Weatherford College, Nancy Kinsey of the University of Texas at Arlington,and Van Parker of the Northeast Campus of Tarrant County Junior College for their services as judges for this year's competition.

This year's President's Award goes to Dr. Mary McIntire of Rice University for her paper, "The Humanities in Texas Continuing Education," and the second place award goes to Dr. Allan E. Pevoto for his paper, "An Exploratory Study of Nonparticipation by Older Adults in Organized Educational Activities." The combination of these papers is excellent evidence of the intent of the Research Committee to encourage applied research and to encourage both TACSCE members and the national community of continuing education professionals to participate in the President's Award competition.

Next year's Research Annual will be dedicated to encouraging further research, both theoretical and applied, and to the development and presentation of pertinent position papers, but these aims can be achieved only through participation. As members of TACSCE and practicing professional continuing educators, you hold the key to next year's Research Annual. Take a little time, take a little effort, submit your papers and your research to the 1991 TACSCE Research Annual.

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Text for the 1990 TACSCE Research Annual was typeset by Jeanne Larson, The University of Texas at Arlington.

Planning to Fail

Silvia Jo Lesko
Editor, TACSCE Research Annual

Coordinator of Conferences and Institutes
The University of Texas at Arlington

For whatever reason, 1990 has become my "year as a board member." Somehow, without my consciously seeking it, I have been given the opportunity to serve in some capacity on four different executive boards, while acting as an alternate on a fifth. And as my "year as a board member" unfolds, one thing has become abundantly clear: Strategic planning is not only necessary--it is critical.

I'm afraid this article is going to be riddled with cliches, but please don't allow them to trivialize the message. The fact of the matter is that "failing to plan is planning to fail." I see living proof of it every week as I travel from board meeting to board meeting.

I'm not saying that all of the boards on which I sit don't value and practice strategic planning. One of them plans very effectively. Two of them plan at a very rudimentary level. And the other two flounder along, accomplishing little, while tying up board members' time with three-and-a-half and four hour meetings that try the patience and weary the soul. All of which has proven to me, beyond a shadow of a doubt, the necessity for strategic planning.

I remember a former boss, a Director of Continuing Education, who called her staff together and told us that we would be developing a strategic plan for our office. I also remember the groaning and moaning--mine and my colleagues--as we contemplated the enforced meetings that would be part of the planning process. All we could see was the time that would be spent in the planning process, the time away from our desks, away from our projects, away from the "things that really matter." Unfortunately, we managed to convince her that maybe these planning meetings were a bit of a waste of time, that we were too busy to "waste time" on this exercise, that "business was booming without a strategic plan (business must have been booming, we all were busy, right), so why did we need to go through this meaningless exercise." And being a new director, with a myriad of pressing concerns, she bought into our excuses.

How sorry I am that she did! As I travel from board meeting to board meeting and hear those same excuses offered when planning is mentioned at each, I am struck with the realization that everyone's job becomes so much easier, and so much more meaningful, when strategic planning is done.

At the 1989 NUCEA Convention in Salt Lake City, Utah, I was privileged to attend a session on strategic planning conducted by a man who wrote a book on the subject, Dr. Robert Simerly, dean of Continuing Studies and professor of Adult Education at the University of Nebraska, Lincoln. In his two hour session, Dr. Simerly outlined a strategic planning model that is simple and beautiful in its structure and design. The model, which is explained in detail in Dr. Simerly's book Strategic Planning and Leadership in Continuing Education. Enhancing Organizational Vitality, Responsiveness, and Identity (San Francisco: Jossey-Bass, 1987), outlines the various steps a department should take to develop and implement a strategic plan. Inherent to the plan are the development of a mission statement, the setting of goals, the formulation of objectives designed to meet those goals, the assigning of responsibility, the setting of deadlines, the implementation of a reliable system of feedback, and a mechanism for continuing the process.

If all of the steps of the strategic planning process are followed, it becomes so much easier to operate. Suddenly, there is no doubt as to whether or not you should offer a new program. It either fits in with your goals, or it does not. No longer do you have to worry about the critical operations in your office. Each task has been assigned to a specific person, with a specific due date. Worried about morale and the commitment of your staff? Strategic planning actually builds morale, because the entire staff has had input into the plan, the entire staff now understands why they are there and what they are working toward, and the entire staff knows what is expected of them--and when.

A fellow board member recently asked me why morale was so low in our organization, why errors were being made constantly, why sniping and whining were the order of the day, and why everyone was exhibiting behavior that indicated that they felt overworked and under appreciated. As we discussed the problems faced by the organization, the answer to the question became clear--no one in the organization really understood and/or bought into the organization's goals. And with nothing to shoot for and no benchmark against which to measure progress, the persons in the organization had come to feel that their input was

meaningless. Without knowing the plan, without some understanding of where the organization was headed, the members of that organization can not see how their work is advancing the organization. And, without the ability to recognize the importance of their work, the members have sunk into despair.

"Plan your work, then work your plan." As a Time Management instructor, I have uttered that phrase hundreds of times and after embarking on this "year as a board member," I have come to know that it is true, it is true, it is true. Planning is necessary. Planning is the cornerstone. Planning is the only way a department or organization can survive.

But not just planning from the top. The planning process must involve all of the members of the organization. It must allow them input into the process. It must encourage them to be creative and put their own special mark on the organization. It must give them specific objectives to meet, steps to act upon, and deadlines for completion. Using Simerly's outline, or Peter Drucker's "Management by Objectives," an organization can develop a plan that is right for its members. Then the organization must implement the plan and allow it to permeate every aspect of that organization. And from that point forward nothing, absolutely nothing, should be undertaken that does not forward that plan and move the organization along the path outlined in the plan.

It sounds so logical. It sounds so simple. And to be quite frank, it is. There is no mystery, no voo-doo, no major difficulties involved in strategic planning. All it takes is time--and commitment--and the willingness to "Just Do It."

"Failing to plan is planning to fail." It's trite, but true. And its the biggest lesson I've learned during my "year as a board member."

Continuing Education as a Vehicle for Economic Development and/or Recovery

Dr. Phillip T Speegle, President
Odessa College

It is refreshing and encouraging for people in the State of Texas to say that things are now better. We've gone through some hard economic times recently. This, though, is not new. The economy of our state and of our country vacillates drastically. There are highs and lows, and we seem to have short enough memory to forget the lows when we are in the highs, and the highs when we are in the lows.

Continuing Education has a major role to play regardless of whether we are in economic highs or lows. It has often been said that the person who stops learning has simply died but doesn't know it yet. Through Continuing Education, people are more and more beginning to find a way to systematize their continued program of learning to assist them in reaching goals and objectives. Educational institutions, businesses, and industry are finding that people who have taken advantage of Continuing Education courses are more able to successfully compete in their programs and as employees.

Because of the increased acceptance of Continuing Education throughout this land, many more burdens are being placed on institutions of learning which support Continuing Education programs. Much more is expected and much more will be required in the next decade.

We have made enough progress in selling Continuing Education that now there is little question as to its value economically. In hard times, those people with Continuing Education are far more able to adjust with the times, become more valuable employees, pick up the slack, and maintain their employment while others are laid off or cannot continue. Industry finds that it can "hone" its work force because it is getting an increasing number of employees who not only know specific skills, but have learned to think, react, and plan ahead. In down times, Continuing Education helps industry and employees work together to make a good "fit" in order that both the industry and the employee can survive through a difficult period and move toward getting back on their feet.

In good times, Continuing Education might even be more important. There is no question that a major consideration of any relocating industry is the availability of an educated, thinking, and capable working force. Continuing Education programs across the country must be alert and flexible enough to provide such employees on relatively short notice. I would dare say that no industry relocates without being assured of a satisfactory work force being available.

Beyond relocation, the improvement, upgrading, and training of employees in present industries is becoming a major target of Continuing Education programs. Whether it be providing English as a Second Language for laborers, advanced management techniques for middle management people, or CAD-CAM drafting programs for draftsmen moving in the technological age, Continuing Education programs mean money for industry, and business for employees and for communities.

By successfully underpinning the industry within a geographical area or locale, a Continuing Education program can be the foundation of prosperity and economic growth. Partnerships with business and industry in planning, organizing, and implementing such programs is essential. Through the joint efforts of educational institutions and businesses, economic prosperity in good times and economic survival in poor can be major accomplishments.

Achieving such an ideal blend requires a great deal of Continuing Education staff and personnel. It requires that they be seers into the future as they must establish programs as the need arises. They must be flexible, as they must meet the needs of many different companies and organizations. This might mean offering the same courses in seven different formats to meet the needs of seven different clients.

The Continuing Education professional in the next decade will need to be part salesperson. One must be familiar with the needs of business and industry within one's area as well as familiar with education and how it can blend into these needs. The salesmanship comes in being able to convince local community leaders of the need and value of a Continuing Education program. This is a stiff challenge, but one which must be met if economic well being is to be a goal realized in the next ten years.

THE HUMANITIES IN TEXAS CONTINUING EDUCATION

DR. MARY MCINTIRE
Dean, Office of Continuing Studies
Rice University
Houston, Texas

The TACSCE guidelines call for a position paper, a research paper, or a program development paper. What follows is a bit of all three, most probably because in the real world of continuing education as I know it, that is, the practitioner's world, the three are inseparable. We offer the programs that we believe in; the programs that we offer sometimes succeed, the programs that succeed lead us to want to know whether our experiences are shared by others and to know more about why the programs succeed. Not necessarily in that order.

The position I take is that humanities programs are worth doing; that public humanities programming is alive and well, though not necessarily in university and college continuing education; that humanities programming can succeed in urban areas and even in rural areas with care and collaboration; and that TACSCE should assume a role of leadership in humanities public programming in Texas.

Humanities Programs are Worth Doing

This point is one that deserves volumes rather than the short defense I shall devote to it. Clearly, though, the Global Village is fast becoming a reality. Our already pluralistic society is being beset by political, ethical, philosophical, scientific, and economic challenges from throughout the world. From genetic engineering to artificial intelligence, from the Greenhouse Effect to the Japanese technological advances, from the events in Eastern Europe and South Africa to the Economic Summit--we cannot understand and interpret these events without examining their ethical, historical, religious, and aesthetic underpinnings.

"Far from being remote and alien to the typical citizen, the humanities are closest to what it means to be human, in that the disciplines of the humanities are concerned with human experience and values." (Advancing the Humanities, p2)

The Success of National Public Humanities Programming

According to Lynne Cheney, "The remarkable blossoming of the humanities in the public sphere is one of the least noted, though most important, cultural developments of the last few decades." (Humanities in America, p23) She notes that twenty-five million people a year participate in programs sponsored by the state humanities councils (p2). In addition, "Individuals, small businesses, corporations, foundations, labor unions, churches, civil organizations of every kind, and state governments have joined the federal effort to make public humanities programming possible; and support has grown as those programs have become more intellectually rigorous, more demanding, more enriching--indeed more worthy of support." (Humanities In America, p25)

At the same time, many observers point out that the colleges and universities are doing their part advancing the humanities, either in the regular curriculum or in continuing education. According to a 1988 survey funded by the NEH, it is possible to be graduated from almost 80 percent of the country's four year colleges and universities without taking a course in the history of Western civilization; 37 percent without taking any history course; 62 percent without a course in philosophy; 77 percent without a course in foreign language; and 45 percent without a course in English or American literature (p5). Perhaps the wholesale slashing of required courses that resulted from the student unrest of the sixties, as well as the increasing emphasis on specialization, has accounted at least in part for these statistics.

At least equally disturbing is the charge that university and college continuing education providers have also devalued the humanities in their offerings. In The Humanities and the American Promise, a Report of the Colloquium on the Humanities and the American People, (p28) the authors state:

> "The antecedents of university-centered activity, apart from the formal academic instruction in degree programs, lie in schools of adult or continuing education. Some made notable contributions. Generally, however, these schools, at least with respect to the humanities, appeared to dispense education more or less as an afterthought at the university's back door. Adult

> education stood apart from the University's back door. Adult education stood apart from the university's primary mission; the professors, like the students, were different; and the instruction was usually considered cut-rate. The system rarely served the humanities well. Today only a small fraction of the courses of instruction are in the humanities."

The Bulletin continues with a charge to universities.

> "We strongly encourage humanities programs designed to further the communication of academic scholars with nonacademic audiences. The universities themselves should assume leadership in this effort. Increasingly, public humanities teaching should become a normal part of the responsibility of substantial numbers of faculty members in colleges and universities."

The Survey

The materials I have quoted are materials designed by the National Endowment for the Humanities that I used to prepare for a meeting on the future of humanities in Texas held by the TCH in 1988. At that time, I strongly objected to the criticism of adult education, but agreed that the future of humanities in the adult arena does lie substantially with leadership at the college and university level.

When the TCH asked me to assess humanities programming in continuing education statewide for a public forum this past fall, I took that opportunity to attempt to find out more about humanities programs among TACSCE members. My staff and I designed a questionnaire that we sent to 67 TACSCE institutions. (We actually mailed 89 questionnaires, because in some cases we were uncertain as to which individual might be responsible for these programs. These individuals must have communicated with one another, because we received no duplicate information from these institutions.) Of the 67 institutions we contacted, we received 32 responses, a large return by any standard.

I attribute this high rate of response to two factors. 1. You know me. 2. Most of you had little to report and could fill out the questionnaire quickly. We did ask that the members respond even if they had nothing to report. Of the 32 respondents, 13 were universities and 19 were colleges. Eight came from metropolitan areas with a population in excess of 1,000,000; four from population areas of 250,000 to 1,000,000; eleven from population areas of 100,000 to 250,000; and nine from population areas of less than 100,000.

These institutions reported that they served approximately 202,000 adult Texans in non-credit programs during the academic year 1988-89. Of this number, slightly more than 30,000, were enrolled in non-credit humanities programs. Of the 30,000, at least 8,700 were enrolled in English as a Second Language and 6,700 in foreign languages (with Spanish and French the most popular). Interestingly enough, 4 institutions accounted for nearly half of the humanities enrollment: Texas Christian University, Southern Methodist University, Texas Tech University, and Rice University. Rice had the largest enrollment in the humanities: approximately 5,300 of its total non-credit enrollment of 8,200. Three of these institutions are private and in large metropolitan areas; one is public in an area of just under 250,000. Three of the four reported that 50% of their non-credit humanities programs are taught by the institution's own faculty.

From the results of the survey and from conversations with other TACSCE members, I am prepared to draw a few conclusions regarding Texas continuing education in the humanities. To an extent, the report is correct in saying that the humanities are not a central part of the programming of most institutions in Texas. Yet 24 of the respondents judged the humanities to be important in life long learning. One of the questions we asked was, "If you do not do programming in the humanities, why not?" The responses usually centered on problems of limited staffing, lack of public interest, and insufficient funding. Several responded that increased support by governmental/private agencies is crucial in developing humanities in the 21st century. The awareness is there, though the actual programming is not.

Perhaps before I cite my recommendations, I should give some background on how the humanities programs in Continuing Studies at Rice have developed over the last 15 years. Perhaps our experience could be helpful in the development of other programs. Our first large effort involved an extensive array of

mini-courses to celebrate the nation's Bicentennial in 1976. "Interpreting America" explored national arts, literature, history, politics, technology, theater, and other topics, primarily enlisting Rice faculty. We received funding from a local bank, which also provided "air time" for commercials on the program. A local television station produced the commercials as a public service. We built on an existing public interest in that moment of history and in our nation's past.

Some of those courses focused on Texas and Houston history and issues, and led quite naturally to our second major program, "Living Texas." Again, these mini-courses were funded by several local companies who either provided funding or sent employees new to the area to learn about everything from Texas cooking to history, government, architecture, arts, music, and thirty or more other topics. For both programs, we went off campus as well, with some courses being held both on campus and at donated space at the Kinkaid School. Some speakers were from Rice; many were local and state experts that we brought to the campus to speak. The Houston area was experiencing rapid growth and this program, offered in some form for nearly eight years and culminating in the Sesquicentennial year, touched a chord locally, regionally, and even internationally. More than 60 communities across the nation, who heard of the program from the newspapers and magazine articles, contacted us for information in order to begin their own community programs.

Since then, we have developed our ESL and foreign language programs, as well as an extensive number of other humanities courses. We also offer financial planning, technical seminars, career planning, and other professional development courses. We view our role as creating a bridge between the university and the larger neighborhood of which Rice is a part. We offer 60 to 80 new programs a year out of a total of 200 programs to 8,200-9,000 people, many of whom have been taking courses with us for many years. In addition, our specialized programs, such as the Rice Publishing Program, have a national reputation. Our publishing session is the only such program in the Southwest, an intensive four-week workshop that helps students and adults learn about book and magazine publishing. We enlist as speakers 40 top editors and publishers from the industry.

The growth of Continuing Studies has been steady. In 1982 we enrolled 2,500 total. This year the total enrollment should be close to 9,000. I think that our growth is an indication of the increased interest in the humanities and awareness of their value.

It is also a demonstration of the absolute necessity for enlightened administration. Our President, George Rupp, is very supportive of Continuing Studies. The University has given us a new home, the Speros P. Martel Center for Continuing Studies. Even more important, the President is absolutely committed to our maintaining a high quality of programming, one that reflects well on the University. We must cover all salaries, honoraria, building expenses, advertising, and equipment costs, but we are not asked to present programs merely because they make money. It is this commitment to our doing the programs worth doing on an intellectual basis that has allowed Continuing Studies to grow and even flourish.

Based on our experience at Rice and conversations we have had with others of you on continuing education, I make the following recommendations.

Recommendations

1. Collaboration. Even small communities have historical societies, reading clubs, museums or historic houses, libraries, amateur and sometimes professional music groups, theatrical groups, and so on. Small communities have civic minded professional people, business people, and companies. The college or university in the area has alumni, faculty, and staff. Continuing education providers can work with these groups to develop programming that builds on existing interests and strengths.

The program we developed, "Living Texas," could be adapted to provide and enhance awareness and appreciation of local history, arts, music, literature, etc. A local community group or business might sponsor some programs or provide in-kind support: brochures, meeting rooms, photocopying, newspaper advertising, mailing lists of employees, and listing in employee newsletters. The local educational institution has the ability to draw various resources, to bring these programs to the public, and even to help to create an audience for the programming.

Larger communities have many opportunities for collaboration. We at Rice have had or currently have companion series with the Houston Ballet, Houston Opera, Society for the Performing Arts, Houston Chamber Orchestra, Museum of Fine Arts, Houston, Houston Symphony, and Alley Theater. Typically, this relationship is mutually beneficial to all. For example, the Houston Symphony donates tickets to us to give to participants.

We help to develop the participants' awareness of classical music--many are first timers. They go on to become Symphony subscribers and to take other courses in Continuing Studies. Everyone wins. We are able to accomplish together far more than we could apart.

2. Communication. Perhaps the Texas Committee for the Humanities could communicate more directly with continuing education providers on an ongoing basis. Some grants could be held aside for first time applicants from smaller communities. One of the respondents to the questionnaire suggested that a representative from the TCH could speak at the annual TACSCE meeting on the opportunities for funding. Possibly the TCH could sponsor a task force to meet regionally with providers of continuing education. Several professionals who have had success in building programs in the humanities could meet with those interested in developing their own programs. Information on resources, successful collaborations, pitfalls, marketing strategies, and tracking programs could be shared.

Continuing education is, unfortunately, an area of high turnover. New people are often not aware of the various opportunities for these collaborative efforts. In addition, without the support of their presidents and other top administrators, they cannot proceed. These administrators need to be supportive and informed in order for change to take place.

3. Commitment. Yes, we must continue to wrestle with the meaning of history, the existence of God, the definition of beauty, the effect of technology on humankind--if we are to live the most productive lives possible--or even to survive as humans. Yet in the humanities, we must be leaders in that very true sense of the word. By this statement, I mean that the need for humanities topics is not glaring and obvious, but it is nevertheless real. People in the community know they need a course on MS DOS or financial planning. But until we offer humanities programs, these people may not know they need a course that examines critical moments in modern history or that provides reflections on the human spirit.

I am always nervous about offering courses that people "ought" to take. To be successful one must start small and build an audience. If you build an audience for a course on local history of the South or the world. Colleges and universities should showcase their own best faculty--their best teachers who are give

guidance in speaking to a general audience. This is the institution;s greatest resource and greatest gift to the community.

Taking a continuing education course in the humanities may be one of the finest pleasures of adult life. No exams, entrance requirements, or lengthy assignments mar the pure pleasure of learning. In fact, teaching adults may be one of life's finest pleasures for faculty. Dr. Konstantin Kolenda, Professor of Philosophy at Rice and long active in teaching in Continuing Studies at Rice, acknowledged us in one of his books. Teaching one of our courses allowed him to try out some new ideas on an adult audience of good readers. Not only may humanities faculty bring much to adult learners but they may also learn from the learners as well.

APPENDIX

QUESTIONNAIRE

The Humanities in Texas Continuing Education

*Name of Respondent _____

*Title _____

*Name of Institution _____

*Two year _____ *Four year _____ *Public _____ *Private _____

Do you offer non-credit courses in the following areas?

Traditional Humanities	1988-89 Number of Courses	1988-89 Total Enrollment
English Language	_____	_____
Foreign Languages	_____	_____
History	_____	_____
Literature	_____	_____
Comparative Religion	_____	_____
Philosophy	_____	_____
Ethics	_____	_____
Linguistics	_____	_____
Classics	_____	_____
Archaeology	_____	_____
History, Theory and Appreciation of the Arts	_____	_____
Jurisprudence	_____	_____
Non-Traditional Humanities (generally interdisciplinary)		
Black Studies	_____	_____
Women's Studies	_____	_____
American Studies	_____	_____
Mexican-American Studies	_____	_____
Folklore	_____	_____

*What is the total enrollment annually in your non-credit program? _____

What percentage of your total enrollment is in the humanities courses? _____

Has there been an increase over time? _____

_____

If you have foreign languages, what is (are) your most popular languages?

1) _____

2) _____

*What percentage of your non-credit courses involves your institution's own permanent faculty? _____

What percentage of your non-credit humanities courses involves your institution's own faculty? _____

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Do you or have you had a Texas Committee for the Humanities grant? _____Yes _____No

If so, please describe briefly. _____

_____

*What percentage of your department's funding comes from the following sources?

_____ State _____ University _____ Course Subscribers _____ Other (please explain)

_____

*If you do not do programming in the humanities, why not? (funding, lack of market, lack of staff, history of low enrollment?) _____

_____

*How important do you judge lifelong learning in the humanities to be? _____

_____

*How can university/college-sponsored continuing education programs in the humanities be strengthened and expanded? _____

_____

Do you work in collaboration or co-sponsorship with other local organizations and institutions or corporations to offer programs in the humanities? _____ Yes _____ No

If yes, please briefly describe your collaborative programs. _____

_____

If no, what are the obstacles to such collaborative efforts. _____

_____

*Please identify two or three developments that ought to take place in public humanities programming in education that will be crucial in educating the citizens of the 21st century. _____

_____

_____

If you are offering a credit humanities program through your division, please briefly describe the scope and enrollment of that program. _____

_____

*Any other remarks or insights. _____

_____

_____

_____

I may be quoted

_____

Signature

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No course/enrollment breakdown:

4 year public - 2

Total enrollment in non-credit program:

100 to 999 - 3
1,000 to 9,999 - 20
10,000 or more - 5

Percentage of total enrollment in humanities:

? - 1
No Response - 5
0 - 1% - 5
1 - 30% - 10
31 - 70% - 3
71 - 100% - 2

Enrollment increased over time:

Yes - 15
No - 9

Most popular foreign languages:

English - 1
French - 8
German - 3
Japanese - 2
Spanish - 23

Percentage of permanent faculty involved in non-credit courses:

0 - 1% - 4
1 - 30% - 17
31 - 70% - 3
71 - 100% - 5

Percentage of permanent faculty involved in non-credit humanities courses:

No response - 4
0 - 1% - 5
1 - 30% - 9
31 - 70% - 7
71 - 100% - 4

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Means of strengthening or expanding college/university sponsored continuing education:

Small faculty load on credit courses - 1
Market surveys - 1
Coordinate with community event/exhibition - 1
Off campus offerings - 1
Improved marketing - 1

Collaboration with local organizations/institutions/corporations:

Yes - 16
No - 11

Collaborative programs:

Programs in concert with local exhibits/programs - 6
Music institutes - 2
Workshops - 1
Summer programs with Fine Arts Council - 1
Museum lecture series - 1
Language skills development - 1
Free programs through non-traditional training funds - 1
Exhibits - 1
Local community group classes - 1
Corporate sponsored PBS programs - 1
National elderhostel - 1
Crow Canyon Archaeological Center, Cortez, Colorado - 1
Conference sponsored by Dallas Institute of Humanities and Culture - 1
Employee seminars - 1
Galveston Historic Foundation - 1
Funds/volunteers from local community groups - 1
Gifted and talented students - 1

Obstacles to collaborative programs:

Lack of staff - 3
Lack of interest - 2
Hasn't come up - 1
Haven't tried - 1
Lack of time - 1
Availability of curriculum and materials - 1
Clearing house for resources - 1

Developments crucial to citizens of the 21st century:

Increased emphasis in elementary/secondary schools - 6
Increase awareness - 3
Increased support by governement/private agencies - 3
Cultural/language appreciation of immigrant group - 3
Courses in international business/trade tourism - 2
Increased publicity/marketing - 2
Network for marketing/scheduling assistance - 2
Simplify funding procedures - 1
Texas Committee speaker for TACSCE Conference - 1
National emphasis -1
Promotion of lifelong learning - 1
Free courses for professional groups - 1
Less mandated interference from state government - 1
Return to "good" education - 1
Strong programs - 1
Language courses for immigrants - 1
Administrators lead in offering humanities programs to adults - 1

Scope for credit courses:

1. One or two courses per semester - "Man in Dynamic World"
2. Summer in Paris, British Holiday - credit in language, photography, humanities - 20 students
3. Master of Liberal Arts Program - 200 students
4. Art, Music, History, English, Anthropology - 2,500 students
5. Interdisciplinary course - Literature, Art, Music - 46 students (new course, second time offered)
6. Only through summer school

Have Committee for Humanities Grant:

Yes - 5
No - 24

Percentage of funding from sources:

	State	University	Course Subscribers	Other*
5 - 30%	5	5	1	4
31 - 70%	2	1	5	
71 - 100%		1	20	

* Grants, gifts-in-kind, local college support

Reasons for not having programming in humanities:

Lack of market - 8
Not part of mission or clientele - 1
No outside funding - 3
Lack of staff - 4
Low enrollment - 6
Vocational skills development - 2

Importance of lifelong learning in humanities:

Not important - 3
Important - 6
Very important - 15
Essential/crucial - 3

Means of strengthening or expanding college/university sponsored continuing education:

Outside funding - 5
Corporate/community support - 3
Special interest group programming - 3
Collaborative efforts - 3
Generate more interest - 2
Administration/faculty support - 2
Target market - 2
Planning/implementing comprehensive programs - 1
Public support - 1
Publicity - 1

SURVEY RESPONDENTS

Abilene Christian University
Amarillo College
Angelo State University
Austin College
Austin Community College
College of the Mainland
Collin County Community College
East Texas State University
El Paso Community College
Galveston College
Houston Community College System
L.B.J. School
LeTourneau University
Midwestern State University
North Harris County College, South Campus
North Lake College, Dallas County Community College
Palo Alto College
Rice University
Richland College
St. Edward's University
South Central Texas Regional
Southern Methodist University
South Plains College
Stephen F. Austin State University
Texarkana College
Texas Christian University
Texas Tech University
Texas Women's University
Trinity Valley Community College
Tyler Junior College
University of North Texas
Weatherford College

		Public 2 year	Public 4 year	Private 4 year
Linguistics				
Courses:	1 to 5	-	-	1
	5 to 10	-	-	-
	10 or more	-	-	-
Enrollment:	1 to 500	-	-	1
	500 to 1,000	-	-	-
	1,000 or more	-	-	-
Classics				
Courses:	1 to 5	-	-	-
	5 to 10	-	-	1
	10 or more	-	-	-
Enrollment:	1 to 500	-	-	-
	500 to 1,000	-	-	1
	1,000 or more	-	-	-
Archaeology				
Courses:	1 to 5	1	1	4
	5 to 10	1	-	-
	10 or more	-	-	-
Enrollment:	1 to 500	2	1	4
	500 to 1,000	-	-	-
	1,000 or more	-	-	-
Arts				
Courses:	1 to 5	3	-	-
	5 to 10	-	-	-
	10 or more	1	1	3
Enrollment:	1 to 500	4	1	-
	500 to 1,000	-	-	1
	1,000 or more	-	-	2

		Public		Private
		2 year	4 year	4 year
Literature				
Courses:	1 to 5	4	-	2
	5 to 10	-	-	2
	10 or more	-	-	-
Enrollment:	1 to 500	4	-	4
	500 to 1,000	-	-	-
	1,000 or more	-	-	-
Religion				
Courses:	1 to 5	1	-	3
	5 to 10	-	-	1
	10 or more	-	-	-
Enrollment:	1 to 500	1	-	3
	500 to 1,000	-	-	1
	1,000 or more	-	-	-
Philosophy				
Courses:	1 to 5	-	-	1
	5 to 10	-	-	-
	10 or more	-	-	1
Enrollment:	1 to 500	-	-	2
	500 to 1,000	-	-	-
	1,000 or more	-	-	-
Ethics				
Courses:	1 to 5	-	1	2
	5 to 10	-	-	-
	10 or more	-	-	-
Enrollment:	1 to 500	-	1	2
	500 to 1,000	-	-	-
	1,000 or more	-	-	-

THE HUMANITIES IN TEXAS CONTINUING EDUCATION

Survey Results - September, 1989

TRADITIONAL HUMANITIES		COLLEGES AND UNIVERSITIES		
		Public 2 year	Public 4 year	Private 4 year
English Language				
Courses:	1 to 5	1	1	2
	5 to 10	-	-	-
	10 or more	1	1	1
Enrollment:	1 to 500	1	2	3
	500 to 1,000	1	-	-
	1,000 or more	1	-	-
English as a Second Language				
Courses:	1 to 5	-	-	-
	5 to 10	-	-	-
	10 or more	3	-	1
Enrollment:	1 to 500	1	-	-
	500 to 1,000	1	-	1
	1,000 or more	1	-	-
Foreign Language				
Courses:	1 to 5	2	3	-
	5 to 10	3	-	1
	10 or more	7	1	2
Enrollment:	1 to 500	10	4	2
	500 to 1,000	1	-	1
	1,000 or more	2	-	-
History				
Courses:	1 to 5	1	-	3
	5 to 10	-	-	-
	10 or more	-	-	2
Enrollment:	1 to 500	1	-	3
	500 to 1,000	-	-	-
	1,000 or more	-	-	2

		Public 2 year	Public 4 year	Private 4 year
Jurisprudence				
Courses:	1 to 5	-	-	-
	5 to 10	1	-	-
	10 or more	-	1	-
Enrollment:	1 to 500	1	-	-
	500 to 1,000	-	1	-
	1,000 or more	-	-	-
Psychology				
Courses:	1 to 5	-	-	-
	5 to 10	-	-	-
	10 or more	-	-	1
Enrollment:	1 to 500	-	-	1
	500 to 1,000	-	-	-
	1,000 or more	-	-	-
Writing				
Courses:	1 to 5	-	-	-
	5 to 10	-	-	-
	10 or more	-	-	1
Enrollment:	1 to 500	-	-	-
	500 to 1,000	-	-	1
	1,000 or more	-	-	-
NON-TRADITIONAL HUMANITIES				
American Studies				
Courses:	1 to 5	-	-	2
	5 to 10	-	-	-
	10 or more	-	-	-
Enrollment:	1 to 500	-	-	2
	500 to 1,000	-	-	-
	1,000 or more	-	-	-

		Public 2 year	Public 4 year	Private 4 year
Black Studies				
Courses:	1 to 5	-	-	-
	5 to 10	-	-	-
	10 or more	-	-	-
Enrollment:	1 to 500	-	-	-
	500 to 1,000	-	-	-
	1,000 or more	-	-	-
Women's Studies				
Courses:	1 to 5	-	1	1
	5 to 10	-	-	-
	10 or more	-	-	-
Enrollment:	1 to 500	-	-	1
	500 to 1,000	-	-	-
	1,000 or more	-	-	-
Mexican-American Studies				
Courses:	1 to 5	-	-	1
	5 to 10	-	-	-
	10 or more	-	-	-
Enrollment:	1 to 500	-	-	1
	500 to 1,000	-	-	-
	1,000 or more	-	-	-
Folklore				
Courses:	1 to 5	-	1	1
	5 to 10	-	-	-
	10 or more	-	-	-
Enrollment:	1 to 500	-	-	1
	500 to 1,000	-	1	-
	1,000 or more	-	-	-

Not currently offering courses:

2 year public - 1
4 year public - 2
4 year private - 2

AN EXPLORATORY STUDY OF NONPARTICIPATION BY OLDER ADULTS IN ORGANIZED EDUCATIONAL ACTIVITIES

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ABSTRACT

The purpose of this study was to identify the reasons for nonparticipation in organized educational activities by adults aged 65 to 74 years. Using a naturalistic design, interviews were conducted with 33 individuals in seven Senior Centers. Content analysis indicated 18 factors from which emerged two major categories which described the basis for nonparticipation by these older adults: (a) a negative self-image, (b) lack of interest in the courses offered. The findings suggest some agreement with existing literature as well as some disagreement with exiting literature. This study found older adults interested in learning, but not interested in what they were typically offered in the way of educational activities.

The population of persons in the United States between the ages of 65 and 74 years was 17.6 million in 1988 (U.S. Bureau of the Census, 1988). This figure represented approximately 7% of the total United States population. By the year 2000 this population will be approximately 18.2 million. By including all adults of the age of 65 years, the population of older adults (defined as those over 65 years of age) will make up approximately 13% of the population by the year 2000 (U.S. Bureau of the Census, 1988; American Association of Retired Persons [AARP], 1986).

As the size of this population has increased so has the level of attained formal education of its members increased. In 1985 this age group had an average of 11.7 years of formal education, compared to 8.7 years in 1970. During this period the percentage of older Americans who had completed high school rose form 28% to 48%. Nine percent of this population had four or more years of college (AARP, 1986). One might assume that with this growth in population and the fact that this population is better educated than previous cohorts, there would be a

commensurate growth in participation in organized educational activities by this group. "Research findings clearly show that the involvement of old people in educational activities remains more a potential than a reality" (Robinson, 1983, p.65). According to Marcus (1978), "only about 2 percent of persons over 65 years of age participate in formal educational activities" (p. 295). Aslanian and Brickell (1980) reported that only 9% of those in the 65 and above age group had participated in at least one learning activity within a 12 month period. No previous studies were found which reported on the specific populations examined in this study, that is, those between the ages of 65 and 74 years.

While older adults "tend to be the most underrepresented of all subgroups in adult educational activities" (Cross, 1979, p. 86), the literature suggests reasons why older adults should be participating in organized educational activities. There is little reason to believe that changes in society and in technology will decelerate in the future. Such changes are going to impact this age group as much or more so than any other group. As change occurs, especially at an accelerated rate, older individuals, if they are to manage the stress often associated with change, may need education just to cope and adapt (Thorson, 1985).

> For those in early old age, education has important functions. It can be a way of helping to plan a strategy for the late years. It can diminish disengagement, particularly physiologically; even people severely disabled by the afflictions of old age can learn to reestablish some of their physical abilities. It can help in re-engagement, give people the ability to take part in new interests and activities. And it can itself be one of those activities, helping to occupy the time which the old person often has in abundance. (Houle, 1974, p.442)

Despite the realities noted above, older persons, as a whole, are very reluctant to participate in organized educational activities (Bolton, 1987).

The elderly, more than any other age group, claim that there are numerous barriers to participation in organized educational activities. Such barriers are almost as diverse as the older population itself.

Age

Cross (1981) suggests the "feeling of being too old to learn" (p. 57) is a barrier. According to Harris and Associates (1985) 25% of those above the age of 65 indicated "too old" as the reason for not participating in organized educational activities. The second most frequently mentioned factor in one study was "I'm just too old" (March et al., 1977). Many older adults readily accept the stereotype that ability to learn is a function of age (Darkenwald & Merriam, 1982).

Lack of Interest

Probably the most formidable barrier, because it gets right to the issue of motivation, to participation by older persons is lack of interest (Cross, 1981). Many do not participate in organized educational activities because of a lack of interest in learning (Cross & Zusman, 1977; Peterson, 1980). In the Harris and Associates study (1981), 45% indicated a "lack of interest" as the reason for nonparticipation. Ventura and Worthy (1982) reported lack of interest as the major reason for nonparticipation by older adults.

Lack of Formal Education

"The likelihood of an older person with less than an eighth grade education expressing an interest in further learning is almost nil" (Cross, 1979, p.85). Long stated, "Educational achievement, measured in years of schooling, is one of the best predictors of adult participation (1983, p.28). The nonparticipant will likely fall into that segment of the population which has attained something less than a high school education (Booth, 1961).

Other Barriers

Darkenwald (1980) indicates that socioeconomic status (SES) is a barrier. Hiemstra (1972) reported transportation problems and not liking to go out at night as major barriers. Kerka (1986) and Scanlan (1986), reported questionable or uncertain relevance as a barrier. Self-image, or lack of self-confidence, is seen as a deterrent of participation (Goodrow, 1975; Cross & Zusman, 1977; Darkenwald, 1980; Peterson, 1980;

Robinson, 1983; Moody, 1985; Scanlan, 1986). Numerous other barriers, from personal health (Kerka, 1986), time and location of classes (McCarthy, 1981), insecurity and lack of interest (Peterson, 1980, 1983), to education not responding to the needs of the elderly (Covey, 1981), have been reported.

Cross (1979) developed an excellent summarization of the barriers that may affect the participation of older adults in organized educational activities. She described such barriers under three headings..."situational, dispositional and institutional" (p. 106).

The purpose of this study was to examine nonparticipation in organized educational activities by older adults, specifically those in the 65 to 74 age group. The primary research question was "Why do older adults, ages 65 to 74, not participate in organized educational activities in any greater numbers than is suggested by current literature." In fact, the current literature has relatively little to say about the specific age group studied. Much of what is written concerns those in the 55 and over population or those 60 years of age and older. Very little of what is written describes the reasons for nonparticipation in the words of the study participants.

METHODOLOGY

This was a qualitative study based on a naturalistic design. Procedures used followed methods suggested by Lincoln & Guba (1985), such as:

a naturalistic setting
human instruments
qualitative methods
purposive sampling
inductive data analysis
emergent design
special criteria for trustworthiness

According to Bogdan and Biklen (1982), the data are developed from observations and interviews generally conducted in the interviewee's natural setting. Data are descriptive: words are used instead of numbers. Data are analyzed inductively. Thirty three individuals from seven Multipurpose Senior Centers in the Houston area were interviewed. Most had been selected by the Center Directors using criteria provided by the researcher. These criteria were:

(a) individuals between the ages of 65 and 74

(b) non-participants in educational activities

In addition to those selected by the Center Director, several were volunteers who asked to be interviewed. This was, according to Arnold (1970), a purposive sample, selected from a cluster (Sudman, 1976).

The data were collected using open-ended interviews. All except one were taped. On that one I forgot to turn on the tape recorder, but the responses were written. Each interview lasted from 20 to 35 minutes.

Data analysis was completed using what Harwig and Dearing (1979) describe as exploratory data analysis which is "interactive and iterative." This involved a content analysis of each interview. According to Holsti (1968), content analysis is an appropriate way to organize verbal data.

Content coding, according to Bogdan & Biklen, is one of several methods of category coding appropriate for this type of analysis. Data were transcribed directly from the tapes onto index cards. Words, sentences, or complete paragraphs were used, depending upon which one seemed most appropriate for providing units of material that could stand on their own. Once this was accomplished, several passes at establishing factors were attempted until I was satisfied that the cards fit into appropriate factors. Further refinements and reductions were done until the factors reported in this study, (the Findings Chapter) were developed. These factors were: At the Center, Not at the Center, Formal Education, Self-Directed Education, Continuing Education, Attitude Towards Education, Self-Image, Too Old to Learn, Health, Time, Scheduling, Transportation, Money, Lack of Knowledge, and Interests.

Validation of the factors, categorizations, and content coding were accomplished by:

(a) tapes were reviewed and analyzed by persons who were familiar with the research concept, but had nothing to do with the research.

(b) participants in the study concurred with factors established during the interviews.

(c) iteration of the same factors during the interviews.

FINDINGS

This study corroborated some of the barriers reported in the literature, such as lack of transportation, lack of knowledge of programs and courses, feelings of "being too old to learn," lack of

formal education, etc. But, while these "barriers" do exist, this study found that many of these so called "barriers" are transitory and temporary. Except for such items as health, time, and, for some, "being to old to learn," many of the "barriers" can be overcome. This study found that "being too old to learn" exists only in the minds of some of the interviewees. Some findings were unique, for example, two of the participants said they could not participate because their brains were too full.

Racial, ethnic and cultural issues, while not part of the research question, were found to be important considerations in the responses given by the interviewees. Self-image was found to play a role in nonparticipation.

The ethnicity of these participants were as follows:

8 Caucasian females
9 Hispanic females
6 Black females
1 Oriental female
5 Hispanic males
4 Black males

While at the Center, these people do various things from sitting and doing nothing to playing Bingo, square dancing, and working around the Center. Some volunteer to help others. Five of the 33 interviewees were found to be participants in organized educational activities.

When not at the Center, some did volunteer work, worked at their churches or around their homes. Some did nothing but watch TV or listen to the radio.

The years of formal education ranged from zero to completion of a two year college degree. Five had no formal education. Six had completed high school. The remainder had education ranging from first grade to ninth grade. Most of those without diplomas had grown up in rural South Texas or Louisiana. Most reported little encouragement from their parents concerning education. The opposite was true for those who had finished high school; that is, their parents insisted they get an education.

Some of those without formal education found they could learn outside the confines of a formal educational setting. They learned to read, write, speak, and compute by watching and listening to others. Some were able to acquire and hold respectable jobs even though they had little formal education.

Some felt that because they had little or no formal education as a child, there was no chance to get education as an adult. Some didn't know it was possible to get an education once you became an adult. Some reported they had no time; they were working and/or raising families.

Though for the most part, they had little formal education, may had very positive attitudes towards education. Twenty-five of the 33 interviewed said they felt education was important for senior citizens.

Self-image, while not a part of the research question, became a major category around which many of the factors seemed to cluster. At least 19 of those interviewed indicated a negative self-image. For example, comments such as the following were made. "No need to do something (education) when you know you can't do it;" "I don't think I could learn anything anymore;" or "sometimes I'm afraid of being rejected, afraid of being told no, and so I just won't take the chance;" or "I'm scared I might make a fluke." One interviewee reported, "my head have no brain to study. My brain is closed, my brain is full, no place to put anything else."

Nine said they were too old to learn. After further questioning, three of the nine changed their minds.

Other factors which prevented participation here health, although again, some said they could participate; not having time; the scheduling of courses; and lack of transportation. Eight of those interviewed said they were unaware courses were being offered.

The findings of this study did not corroborate the literature which suggested that older adults have no interest in education. Twenty-one of the 33 interviewed in this study said they would be interested in participating if courses were offered in which they were interested. They were interested in a variety of courses, such as drama, literature, history, government, current events, foreign languages, computers, math, speaking, reading, writing, etc.

The two common threads accounting for most of the nonparticipation in organized educational activities were:

(a) a negative self-image; and
(b) a lack of interest in the courses being offered.

Several interesting patterns and relationships were found to exist. Twelve of the 14 Hispanics had less than an 8th grade

education. Only 2 of the 5 Hispanic males had more than a first grade education. Four Hispanics had zero years of formal education. None had completed high school.

All but two of the 19 who expressed a negative self-image were Black and Hispanic. Eleven of those reporting a negative self-image had less than a 7th grade education. Eleven of the 24 females in this study expressed a negative self-image. Six of those who were "too old to learn" expressed a negative self-image.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A negative self-image is a major factor in the nonparticipation of older adults in organized educational activities. In fifteen of the interviews this negative self-image developed in childhood as a result of having little or no formal education.

There was not a clear picture of the role that lack of formal education on its own played in nonparticipation. Those who were found to be participating in organized educational activities at the time of this study were almost equally divided between those with little formal education and those with the highest levels of formal education among those interviewed.

The barrier to participation by older adults in organized educational activities is not the lack of interest in education, as reported in the literature; it is a lack of interest in what is being offered. Twenty-one of those interviewed in this study said they would be likely to participate if courses in which they were interested were offered. They wanted classes and courses that added something to their lives, that would improve their lives, not "artsie-craftsie" type classes.

Self-directed education had played an important role in the lives of many of the interviewees. Twelve of them had used self-education, in one form or another, either in childhood or as an adult.

Twenty-five of the 33 interviewed felt that education is important for senior citizens, but it should not be something done simply to mark time or fill in the day.

Many of the "barriers" to participation are transitory and temporary.

The educational and learning needs of those who participated in this study were not requested and/or analyzed. Much of what is being offered is done without input from those for whom it is intended.

The findings of this study would indicate that a variety of

courses are offered only in those Centers populated predominantly by Caucasians, where both the education level and the economic levels are presumed to be relatively high. Course offerings at those Centers populated by Blacks and Hispanics were relatively sparse and, indeed, if any were offered at all, they were designed to meet the needs of very few of the interviewees.

Several suggestions for further study were made:

(1) Use the Chain of Response Model (COR) by Cross (1981) to look at the issue of negative self-image on a large population of those in the 65 to 74 years age group.

(2) Study the findings that a lack of interest in what is offered is a significant barrier to participation by this age group.

(3) Study the relationship between being a member of a minority group and lack of formal education among older adults.

(4) Examine whether lack of formal education is a contributing factor to nonparticipation among older adult members of minority groups.

(5) Study the affect lack of formal education plays in developing negative self-images among minority group older adults.

(6) Examine the role that being part of a minority group plays in lack of formal education among older adults.

(7) Conduct needs analyses among older adults to determine their educational needs and interests.

(8) Study whether educational programs offered at Senior Centers are a function of the racial, ethnic, cultural or economic make-up of those who populate the Centers.

(9) Further study of the role that self-directed education plays in the lives of older adults.

The findings, conclusions and recommendations of this study would be of interest to practitioners and researchers in the fields of adult education, gerontology, sociology, continuing education and other disciplines requiring an understanding of our older citizens.

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1989 PERSONNEL PROFILE/SALARY SURVEY AND INSTITUTIONAL PROFILE

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During the fall semester 1989, the Research Committee of the TEXAS ASSOCIATION FOR COMMUNITY SERVICES AND CONTINUING EDUCATION in association with the OFFICE OF POLICY STUDIES IN HIGHER EDUCATION at the University of North Texas conducted a comprehensive survey of continuing education personnel, salaries, and programming.

Personnel profile/salary Survey questionnaires were mailed to all members of TACSCE and of the Texas Administrators of Continuing Education at Community/Junior Colleges (TACE), and to others involved in continuing education who are not members of either of the two professional associations. Questionnaires were mailed to 281 persons; usable responses were received from 61%.

Personnel/Salary Survey Response:

Questionnaires mailed:	281
Usable questionnaires returned:	172
Percentage of response:	61%

Institutional Profile Survey questionnaires were mailed to the administrator responsible for continuing education at each regionally accredited Texas college/university listed in the 1987 HIGHER EDUCATION DIRECTORY (Higher Education Publications, Inc., Washington, D.C.) having a credit enrollment of 500 or more. A total of 126 questionnaires were mailed; the response percentage was 49%.

Institutional Survey Response:

Questionnaires mailed:	126
Usable questionnaires returned:	62
Percentage of response:	49%

Analysis of the data received from the fall 1989 survey is presented in two sections of this document:

I. Personnel Profile and Salary Survey
II. Institutional Profile

I. PERSONNEL PROFILE/SALARY SURVEY

Survey questionnaires were mailed to all members of TACSCE and of the Texas Administrators of Continuing Education at Community/Junior Colleges (TACE), and to others involved in continuing education who are not members of either of the two professional associations. Questionnaires were mailed to 281 members; usable responses were received from 61%

Response by TYPE OF INSTITUTION:

The preponderance of responses (76%) were received from personnel from two-year colleges. Most of the remainder (12%) were received from those at public four-year institutions, followed by private four-year (13%), finally those from private two-year institutions (2%). The remaining 3% were received from personnel at upper division institutions, and from technical schools.

Two-Year Public	131	76%
Two-Year Private	3	2%
Four-Year Public	20	12%
Four-Year Private	13	8%
Other**	5	3%

*Upper division institutions, technical schools

Response by TITLE:

The most prevalent title held by respondents at all types of institutions DIRECTOR (30%), with 35% of all responding personnel from four-year private institutions, 44% of those at four-year public institutions, and 44% of those at two-year colleges holding that title.

The second most common title varies by type of institution.

Four year private personnel distribute their non-director numbers over seven categories with DEAN, having five (19%) respondents, edging out the others for second place; DEAN is also the second most common title (21%) at two-year public colleges. COORDINATOR holds second place (24%) at four-year public institutions.

Title	2Year	4YrPub	4YrPri	Other	Total
VP/Provost	2	0	0	0	2
Dean	23	1	1	0	25
Director	38	9	7	3	57
Assoc/Asst Dean	11	0	0	0	11
Assoc/Asst Dir	1	5	2	0	8
Prog Director	16	0	0	0	16
Coordinator	24	3	1	1	29
Other	19	2	2	1	24

Response by SEX:

Many who reviewed the findings of the 1986 survey asked that gender be collected with future surveys. Many surmised that the sex of respondents might clarify the Personnel Profile. Only four respondents failed to provide gender identification. More than half (56%) of respondents were female, including 53% of two-year and 70% of four-year institution personnel. Last year's survey reported a majority of respondents (53%) were male.

	2Year	4YrPub	4YrPri	Other	Total
Male	62	7	3	2	74
Female	71	13	10	3	97
No.Response	2	0	0	0	1

Response by RESPONSIBILITY

Area of Primary Responsibility

Both PRIMARY AREA OF RESPONSIBILITY and LEVEL OF RESPONSIBILITY were assessed. Respondents were asked whether they are primarily responsible for non-credit programming, for credit programming, or for both. Asked to identify other areas of responsibility, they sparingly cited both credit and non-credit teaching, student services, registration and records, business services, instructional television offerings oversight, and correspondence and extension programming. The number of full-time employees in non-credit programming was also queried.

Area of Primary Responsibility

Not surprisingly, most respondents (77%) cited non-credit programming as their primary responsibility. An additional 17% reported dual responsibility for both credit and non-credit programming.

	2Year	4YrPub	4YrPri	Other	Total
Non-Credit	105	14	9	4	131
Credit	3	1	1	0	5
Both	22	4	3	1	30
Other	4	1	0	0	5

Level of Responsibility:

Most respondents (52%) are responsible for a single campus or college-wide program. 28% are responsible for a multi-campus program college-wide program.Personnel at all types of institutions reported basically the same pattern.

	2Year	4YrPub	4YrPri	Other	Total
Specific Prog	14	2	3	0	19
Campus Prog	65	14	8	2	89
Multi-Campus	44	2	1	3	49
Other	11	2	1	0	14

Number of Employees:

Respondents in most (77%) of the non-credit programs report having full time employees. Most of the institutions (59%) reported from 1-10 employees.

	2Year	4YrPub	4YrPri	Other	Total
Total Employees	1216	69	36	60	1422
Ave/All	9	3.5	2.8	20.2	8.3
Ave/Those with Employees	118	4	4	25.3	10.7
Range	0-250	0-22	0-14	0-80	0-250

Number of Institutions by Number of Employees Reported

	2Year	4YrPub	4YrPri	Other	Total
Employees					
0	31	3	4	1	39
1 - 10	83	16	8	2	109
11 - 25	15	1	1	1	18
26 - 50	1	0	0	0	1
50 +	4	0	0	1	5

Response by CLASSIFICATION/TIME STATUS:

Most respondents (86%) are FULL-TIME ADMINISTRATORS. Almost all respondents (87%) are ADMINISTRATORS, including all but four of the two-year college respondents and all but one of the respondents form other types of institutions. Three respondents indicated full-time faculty status.

	2Year	4YrPub	4YrPri	Other	Total
Administrator					
Full-time	114	19	11	4	148
Part-time	1	0	0	1	1
Faculty/Other					
Full-time	19	1	1	0	21
Part-time	0	0	1	1	2

Response by REPORTING LINES:

Respondents were asked for the title of the person to whom they report. At two-year institutions, 34% of the respondents report to a DEAN. At four-year private and public institutions report to a DIRECTOR (35% at public institutions and 40% at private institutions). At two-year colleges (20%) report to a VICE PRESIDENT OR PROVOST; at four-year public institutions, DEAN is the second most common reporting line. Out of all respondents 32% report to DEAN, 20% report to a VICE PRESIDENT/PROVOST and 20% report to a DIRECTOR.

Titles of Administrators to Whom Continuing Education Personnel Report:

	2Year	4YrPub	4YrPri	Other	Total
President	11	0	0	1	12
VP/Provost	27	5	2	1	35
Dean	45	6	5	0	55
Director	20	7	5	2	34

Assoc/Asst Dean/Dir	22	2	1	1	26
Other	1	1	0	0	2

LEVEL OF EDUCATION BY TITLE:

When LEVEL OF EDUCATION is merged with respondents' TITLE, Directors holding Masters degrees form the most prevalent continuing education personnel pattern (22%), followed by Coordinators with Masters(9%) and Deans with Masters (8%), and Deans and Program Directors with Doctorates(7% each).

	Assoc	Bach	Master	Doctrt	Total
VP/Provost	0	0	0	2	2
Dean	0	0	13	12	25
Director	1	9	37	11	57
Asst/Assoc Dean	0	4	4	4	12
Asst/Assoc Dir	0	3	5	2	10
Program Dir	0	6	9	1	16
Coordinator	2	8	15	2	27
Other	1	7	10	2	20
No Response	0	0	0	0	3*

* 2 were High School Graduates

Response by LEVEL OF EDUCATION:

Most respondents hold a Masters degree, with the second largest group holding a doctorate.

	2Year	4YrPub	4YrPri	Other	Total
Associate	2	1	0	0	3
Bachelors	32	3	2	0	37
Masters	74	8	6	5	93
Doctorate	23	8	5	0	36
No Answer	3	0	0	0	3*

* 2 were High School Graduates

Response by ACADEMIC FIELD OF HIGHEST DEGREE

The response rate to the questions this year (48%) was probably due more to poor placement on the questionnaire than to any other reason. The figures indicate that the background of continuing educational personnel are quite diverse. Almost 45% of those in all colleges have degrees in some area of education, followed by 22% in the Liberal Arts, 6% in math or science, and 16% in Business.

	2Year	4YrPub	4YrPri	Other	Total
Art/Music	2	0	0	0	2
Business	19	5	1	2	27
Criminal Justice	4	0	0	0	4
Liberal Arts	3	0	0	0	3
Communication	1	1	0	0	2
History	5	1	0	0	6
English/ Lang	7	3	3	0	13
Psych/Sociology	8	0	2	1	11
Social Science	1	0	0	0	1
Education	18	2	3	1	24
Adult Education	3	0	0	0	3
Counseling	6	0	0	0	6
Education Admin	11	1	1	0	13

Higher Educ	10	3	2	0	15
Phys Ed	6	0	0	0	6
Voctnl Educ	6	0	0	0	6
HomeEc/Child Dev	1	0	0	0	1
Math/Science	6	2	1	1	10
Nursing	3	0	0	0	3

Response by TIME ON THE JOB, TIME AT THE INSTITUTION, AND TIME IN CONTINUING EDUCATION:

	2Year	4YrPub	4yrPri	Other
Time on the Job				
Most Years	21	16	10	16
Fewest Years	<1	<1	<1	<1
Average Years	5	5	4	6
Time at Institution				
Most Years	31	22	25	16
Fewest Years	<1	<1	<1	<1
Average Years	8	8	7	7
Time In Continuing Ed				
Most Years	32	26	14	20
Fewest Years	<1	<1	<1	<1
Average Years	8	8	7	7

Response by SALARY:

Only one respondent failed to report salary for the 1989 survey. Average, maximum, and minimum salaries are derived for full-time respondents by the type of institution and by sex. Average salaries are also merged by title by sex, by degree by sex, and level of responsibility by sex.

Average Salaries by Institution, by Sex:

Average full-time salary by institution by sex shows female salaries consistently lagging behind male salaries. On the average, salaries are highest in four-year public institutions for males.

Salary ranges are extreme at all institutions, with minimum female salaries lower than minimum male salaries.

	2Year	4YrPub	4YrPri	Other	Total
Average Salary	$36,663	$37,075	$32,808	$38,400	$36,442
Male	41,298	49,286	37,667	41,500	41,921
Female	32,484	30,500	31,350	38,400	32,218
Max. Salary	$62,000	$68,000	63,000	56,000	68,000
Male	62,000	68,000	63,000	56,000	68,000
Female	60,000	60,000	38,000	55,000	63,000
Min. Salary	$15,000	$19,000	$21,500	$22,000	$15,000
Male	27,000	25,000	37,000	27,000	15,000
Female	15,000	19,000	21,500	22,000	15,000

Average Salaries by Title by Sex for Two-Year and Four-year Institutions

In this study, without exception, salaries for males at two-year colleges are higher than salaries for females at those schools. And with few exceptions, at four-year institutions the same hold true with the exception of Deans and Others in four-year institutions. In general, male salaries exceed female salaries.

	Male	Female	All
Two-Year Colleges			
VP/Provost	$62,000	$50,000	$56,00
Dean	48,765	53,000	49,870
Chairman	44,000	None	44,000
Director	39,079	35,365	36,545
Assoc/Asst Dean	41,100	34,500	37,500
Assoc/ Asst Dir	None	29,500	29,500
Program Dir	32,000	28,971	29,173

Coordinator	33,745	28,500	31,009
Other	38,333	25,009	29,888
Four-Year Institutions			
VP/Provost	None	None	None
Dean	47,875	58,000	49,900
Director	47,441	32,200	43,977
Assoc/Asst Dean	None	28,000	28,000
Assoc/Asst Dir	None	25,620	25,620
Program Dir	30,000	29,000	29,667
Coordinator	45,500	18,812	25,591
Other	30,000	45,500	39,667

Average Salaries by Degree Held by Sex for Two-Year and Four-Year Institutions

At both two-year colleges and at four-year institutions, for both male and female personnel, (with one exception) salaries are clearly influenced by the degrees earned. In general, male salaries at all institutions exceed female salaries.

	Male	Female	All
Two-Year Colleges			
Associates	$34,000	$16,000	$22,000
Bachelors	29,500	27,696	27,963
Masters	39,172	34,378	37,222
Doctorate	41,400	41,900	43,567

Four-Year Institutions			
Associates	None	$20,000	$22,000
Bachelors	25,000	26,750	26,400
Masters	40,667	26,818	29,786
Doctorate	51,833	41,143	46,077

Average Salaries by Degree by Sex
for Two-Year and Four-Year Institutions

At both two-year colleges and at four-year institutions, for both male and female personnel, (with one exception) salaries are clearly influenced by the level of degrees earned. In general, male salaries at all institutions exceed female salaries.

	Male	Female	All
Two-Year Colleges			
Associates	$34,000	$16,000	$22,000
Bachelors	29,500	27,696	27,963
Masters	39,172	34,378	37,222
Doctorate	44,400	41,900	43,567
Four-Year Institutions			
Associates	$22,000	$13,000	$17,500
Bachelors	None	22,520	22,520
Masters	38,600	25,643	31,400
Doctorate	51,283	46,750	50,459

Average Salary by Level of Responsibility by Sex for Two-Year and Four-Year Institutions:

In two-year and four-year colleges, salaries do not tend to reflect the increased responsibilities implicit in broader programs. In both two and four-year institutions, male salaries tend to be higher.

	Male	Female	All
Two-Year Colleges			
Specific Program	$36,040	$27,700	$30,679
Campus	42,207	35,106	38,539
Multi-Campus	42,587	31,485	37,423
Other	34,500	31,938	32,630
Four-Year Institutions			
Specific Program	$42,000	$27,875	$30,700
Campus	46,272	34,231	39,136
Multi-Campus	none	27,333	27,333
Other	none	21,500	21,500

Average Salaries by Sex, or Time on the Job, Time at the Institution, and Time in Continuing Education

Quite evidently, salary is directly influenced by time on the job, by time at the institution, and by time as a continuing education professional; years of experience do convert into added dollars. Equally evident, however, is the disparity between male and female salaries, with male salaries consistently higher in every category.

	Male	Female	All
Time on the Job			
0 - 5 Years	$36,459	$30,412	$32,587
6 - 10 Years	42,438	34,295	37,926
11 + Years	51,000	41,166	47,895
Time at Institution			
0 - 5 Years	$33,367	$28,577	$30,511
6 - 10 Years	37,000	31,775	33,533
11 + Years	48,309	41,525	45,796
Time in Continuing Education			
0 - 5 Years	$34,313	$29,288	$30,923
6 - 10 Years	41,862	32,920	36,133
11 + Years	45,968	38,972	43,398

Response by SUPPLEMENTAL SALARY POLICY:

Most respondents indicated that they are free to engage in different activities as a supplement to their salary. Teaching credit classes, teaching non-credit classes, and consulting were all cited as common sources of supplemental income. Only two-year and four-year institutions reported restrictions against pursuing supplement income with 13% and 10% respectively.

	2Year	4YrPub	4YrPri	Other
Teach Non-credit	2	4	4	1
Teach Credit	6	0	1	1

Outside Consulting	10	3	0	0
All of Above	79	10	6	3
None of Above	15	2	1	0

Note: More than one response was allowed.

Response by INDIVIDUAL PERCEPTION OF FUTURE ACTIVITY:

Each respondent was asked to anticipate future activity of the institution's program. The overwhelming majority (81%) expect future activity to increase. Only two of the 172 respondents (1%) expect a decrease in activity.

	2Year	4YrPub	4YrPri	Other	Total
Increase	110	18	7	4	139
Decrease	0	2	0	0	2
No Change	24	2	4	1	31

Response by FUTURE PLANS

Respondents were also asked whether they are hoping/planning to leave their present job during the next year. 13 respondents (8%) replied affirmatively, but 26 (15%) indicated that they are undecided about their future. (2 respondents did not respond.)

	2Year	4YrPub	4YrPri	Other	Total
Plan to Leave	12	1	0	0	13
Male	5	0	0	0	5
Female	7	1	0	0	8

Plan to Stay	99	15	12	5	131
Male	44	6	3	2	55
Female	54	9	9	3	75
	22	3	1	0	26
Undecided					
Male	12	0	0	0	12
Female	10	3	1	0	14

Response by Salary Schedule:

A new question added last year inquired about whether the respondent's institution uses a salary schedule to determine pay. Over 83% of all respondents indicated that their school did use a schedule although many indicated their salary within that schedule was determined jointly through the schedule and negotiation. About a third (32% and 38%) of respondents from four-year public institutions indicated that no schedule was used.

	2Year	4YrPub	4YrPri	Other	Total
Yes	116	13	8	3	140
No	15	6	5	2	28

TWO-YEAR COLLEGE PERSONNEL PROFILE

If you are a continuing education professional at a two-year college, chances are that you.....

are female, (1988 - male)

are called DIRECTOR,

are classified as an administrator

are responsible for non-credit programming

are employed full-time,

are responsible for a campus or college-wide program,

have 9 employees, (1988 - 6.6)

report to a dean,

have a Master's degree,

have earned your degree in the field of education,

earn about $36,664 per year, (1988 - 36,339)

may teach credit or non-credit classes or do consulting work to supplement your pay,

are subject to a salary schedule,

have held your present job for 5.1 years, (1988 - 5.4)

have worked at your current school for 8.6 years,(1988-9.4)

have been in continuing education for 8.6 years,

plan to remain in your present job for the coming year,

anticipate an increase in continuing education activity during the coming year.

FOUR-YEAR COLLEGE PERSONNEL PROFILE
FOR PUBLIC INSTITUTIONS

If your are a continuing education professional at a four-year public institution, chances are that you.....

are female, (1988 - male)

are called DIRECTOR,

are classified as an administrator,

are responsible for non-credit programming,

are employed full-time,

are responsible for a campus or college-wide program,

have 3.5 employees, (1988 - 26)

report to a dean,

have a Masters or a Doctorate degree(tie), (1988 - Doctorate)

have earned your degree in the field of Business, (1988 - Education)

earn about $37,075 per year, (1988 - $41,956)

may teach credit or non-credit classes or do consulting work to supplement your income,

are subject to a salary schedule,

have held your present job for 4.9 years, (1988 - 6)

have been at your current institution for 8.1 years, (1988 - 9)

have been in continuing education for 7.7 years, (1988 - 10)

plan to remain in your present job for the coming year,

anticipate an increase in continuing education activity during the coming year.

FOUR-YEAR COLLEGE PERSONNEL PROFILE
FOR PRIVATE INSTITUTIONS

If you are a continuing education professional at a four-year private institution, chances are that you.....

are female,

are called DIRECTOR,

are classified as an administrator,

are responsible for non-credit programming, (1988 -credit)
are employed full time,

are responsible for a campus or college-wide program,

have 2.8 employees, (1988 - 6)

report to vice president or provost,

have a Master's degree, (1988 - Masters or Doctorate)

have earned your degree in Education or English, (1988-Science)

earn about $32,808 per year, (1988 - 31,823)

may teach credit or non-credit classes or do consulting work to supplement your salary,

are subject to a salary schedule,

have held your present job for 3.6 years, (198 - 4)

have been at your current institution for 9.5 years, (1988 - 11)
have been in continuing education for 7.4 years, (1988-6)

plan to remain in your present job for the coming year,

anticipate an increase in continuing education activity during the coming year. (1988 - no change)

II. INSTITUTIONAL PROFILE

Survey questionnaires were mailed to the administrator responsible for continuing education at each Texas college/university listed in the 1987 HIGHER EDUCATION DIRECTORY (Higher Education Publications, Inc., Washington, DC.) having a credit enrollment of 500 or more. Questionnaires were mailed to 126 institutions; usable responses were received from 49% of them.

Response by TYPE OF INSTITUTION:

The majority of responses (48%) were received from personnel from two-year public colleges; no responses were received from two-year private colleges. Of the remainder, 26% were from four-year public institutions, with 13% from four-year private institutions, and 13% from other types of institutions, such as upper-level universities, and professional schools.

Two-Year Public	30	48%
Two-Year Private	0	0%
Four-Year Public	16	26%
Four-Year Private	8	13%
Other	8	13%

Response by Title:

The cover letter sent with the questionnaire requested that the survey form be completed by the individual charged with responsibility for the entire continuing education program at this institution. Respondents at 42% of the institutions are titled DIRECTOR with that title prevailing at all types of institutions except 2-year colleges. 67% of the respondents at four-year institutions except are so titled. 40% of two-year college respondents are titled DEAN; last year Director was the prevalent title.

Clearly, chief administrators for continuing education programs are in the upper ranks of the institutional hierarchies. Only NINE reported assistant/associate, coordinator or other titles.

	2Year	4YrPub	4YrPri	Other	Total
VP/Provost	1	0	0	1	2
Dean	20	3	2	0	25
Director	4	11	5	6	26
Asst/Assoc Dean	4	1	0	0	5
Asst/Assoc Dir	0	1	0	1	2
Coordinator	1	0	0	0	1
Other	0	0	1	0	1

Response by TITLE OF SUPERVISOR:

56% of chief administrators for all types of continuing education programs report to a vice president or provost, while 44% report to a chancellor, president, vice-president or provost. In this year's survey again most respondents at two-year institutions reported to a Dean or the President. At two-year colleges the President and Dean are the most frequently cited supervisor (37%).

	2Year	4YrPub	4YrPri	Other	Total
Chancellor	1	0	0	0	1
President	7	1	1	2	11
VP/Provost	14	11	6	3	34
Dean	7	3	1	1	12
Other	0	1	0	2	3

Response by NUMBER OF FULL-TIME EMPLOYEES:

Respondents were asked to report the number of full-time personnel assigned to the continuing education program, including administrative, technical, clerical, and classified employees. Responses totaled 809 employees and ranged from 0 - 273. The typical (56%) institution reported 1 - 10 employees. Two-year colleges average 11 employees, but those reporting employees average 13 employees: four-year public institutions average 28*, four-year private institutions average 5 employees.

	2Year	4YrPub	4YrPri	Other	Total
Number reported	332	420*	34	15	809*
High	79	273*	15	11	171*
Low	0	0	3	0	0
Average(All)	11	26	3	4	13
Average (Respondents with Employees)	13	28	5	5	15

** One four-year public institution reported 273 employees, far more than the second highest respondent with 47. A more characteristic picture is provided by exempting this atypical report both the four-year public (10.5), and total (9.1) averages.

Number of Institutions Reporting, by Number of Employees Reported

	2Year	4YrPub	4YrPri	Other	Total
0	4	1	3	1	9
1 - 10	14	11	4	6	35
11 - 25	9	2	1	1	13
26 - 50	2	1	0	0	3
51+	1	1	0	0	2

Response by Full-time FACULTY:

Few institutions have faculty with full-time non-credit teaching assignments; only 7 institutions reported a total of 58 faculty.

	2Year	4YrPub	4YrPri	Other	All
Number Reported	45	0	13	0	58
High	15	0	13	0	28
Low	0	0	0	0	0
Average(All)	1.5	0	2.1	0	.96
Average (Those with employees	7.5	0	13	0	8.2

Number of Institutions Reporting Number of Employees

	2Year	4YrPub	4YrPri	Other	All
0	24	16	5	8	53
1 - 10	5	0	0	0	5
11 - 25	1	0	1	0	2
26+	0	0	0	0	0

Response by INSTRUCTOR HOURLY PAY:

Respondents were asked to report information about rates of pay for both credit and non-credit instruction. The only usable data reported was with regard to non-credit instructional cost per hour. All but 11 institutions reported non-credit information by the hour; very few institutions reported by the course. Four-year institutions have the highest pay structure for non-credit courses, including the upper division and medical schools included schools included in "Other."

	2Year	4YrPub	4YrPri	Other	All
High/Hour	$25	$175	$100	$50	$175
Low/Hour	12	6	12	19	6
Average/Hour	16	42	33	31	26
Number Reporting	27	14	5	5	51

Response by ENROLLMENTS, COURSES, AND CONTACT HOURS:

Course Enrollments:

Course enrollments for the 1988-89 academic year for all types of institutions indicated an extreme range of program sizes, extending from a low of 3000 enrollments to a high of more than 51,000. The average for all types (7,320) indicates that the majority of institutions have programs of small to moderate enrollment. Averages by type of institution indicate that other types of institutions have the smallest programs (2,767). Four-year private institutions have approximately the same average as other types of institutions.

	2Year	4YrPub	4YrPri	Other	All
High	51,000	32,296	8,000	5,000	51,000
Low	300	1,000	900	6,000	300
Average	9,381	6,926	2,900	2,767	7,320

Number of Course Sections Reported:

The number of sections for all types of institutions manifested equal extremes, ranging from a low of only 10, to a high of more than 4,000. Two-year colleges had the most extreme range, from 10 to 4,000. Two-year colleges also evidence the largest programs averaging 548 sections.

	2Year	4YrPub	4YrPri	Other	All
High	4,000	1,000	500	450	4,000
Low	10	25	28	40	10
Average	548	297	157	154	395

Number of Contact Hours Reported:

Number of contact hours (enrollment multiplied times course contact hours) ranged for all types of institutions from a low of only 150 to a high of more than 1,900,000. Two-year colleges indicated the highest average. 35% of all institutions did not report.

	2Year	4YrPub	4YrPri	Other	All
High	1,900,000	784,426	755,800	73,736	1,900,000
Low	1,800	150	960	3,015	150
Average	301,036	138,858	177,992	27,648	221,827

Response by ABILITY TO CALCULATE TOTAL CEU'S

The CEU or Continuing Education Unit is the unit of credit awarded for successfully completing certain non-credit courses. Respondents were asked whether they have a system for calculating the total number of CEU's awarded by the institution. 56% of the respondents could automatically calculate C.E.U.'s

	2Year	4YrPub	4YrPri	Other	All
Yes	15	10	4	6	35
No	14	4	2	2	22

Response by TOTAL CEU'S AWARDED:

Although less than one half (47%) of the institutions responding were able to calculate total CEU's awarded, only 29 of them indicated total awards for the academic year. Those 29 institutions

awarded an average of 24,359 CEU's, although one two-year college awarded 400,000.

	2Year	4YrPub	4YrPri	Other	All
High	400,000	90,082	85,800	13,222	400,000
Low	40	285	407	150	40
Average	39,595	17,074	28,692	5,191	24,359
Number Report-ing	11	9	3	6	29

Response by TOTAL BUDGET:

Four-year public institutions reported both the highest total budget (twenty-one million dollars) and the highest average budgets (slightly over one million dollars). Budgets were not revealed by three institutions.

	2Year	4YrPub	4YrPri	Other
High	21,000,000	10,000,000	556,000	1,000,000
Low	2,000	33,000	31,000	31,000
Average	1,149,554	1,236,188	159,833	218,500
Number Reporting	28	16	6	8

Response by SELF-SUPPORTING:

Respondents report that 65% of continuing education programs are self-supporting. Two-year colleges (72%) and four-year institutions, both public (67%) and private (83%), all reported a consistent pattern. Only Other types of institutions reported a lower (57%) indication of self-support.

	2Year	4YrPub	4YrPri	Other	Total
Yes	21	10	5	4	40
No	8	5	1	3	17

Response by PERCEPTION OF FUTURE ACTIVITY:

The chief administration of Texas non-credit programs view the future with optimism. 73% of all institutions expect to increase non-credit activities during the next year. Public institutions (two-year college by 76%, four-year by 75% and Other by 75%) anticipate increases. 57% of four-year private institutions expect to increase while 43% expect to remain the same. None of the 62 institutions anticipate a decrease in next year's programming.

	2Year	4YrPub	4YrPri	Other	Total
Increase	23	12	4	6	45
Decrease	0	0	0	0	0
Same	7	4	3	2	16

INSTITUTIONAL PROFILE

FOR TWO-YEAR COLLEGES

The continuing education program of a two-year college program in Texas is likely to.....

have a Director as its top administrator, (1988 -Dean)

have its top administrator report to a Vice President or Provost,

have 11 full-time administrative, clerical, or technical employees,

have 2 faculty assigned full-time to non-credit courses

pay non-credit instructors $16 an hour

have completed 9,381 course enrollments in 548 course sections with 301,036 contact hours,

have a system for calculating total CEU's awarded

have awarded a total of 39,595 CEU's, if it does have a system for calculating total CEU's,

have a total annual budget of $1,149,554,

have a self-supporting non-credit program,

expect an increase in non-credit programming activity for the coming year.

INSTITUTIONAL PROFILE

FOR FOUR-YEAR PUBLIC INSTITUTIONS

The continuing education program of a four-year public institution in Texas is likely to...

have a Director as its top administrator,

have its top administrator report to a Vice President or Provost,

have 6 full-time administrative, clerical, or technical employees,

have no faculty member assigned full-time to non-credit courses,

pay non-credit instructors $42 dollars an hour,

have completed 6,926 course enrollments in 297 course sections with 138,585 contact hours,

have a system for calculating total CEU's awarded,

have awarded a total of 17,074 CEU's, if it does have a system for calculating total CEU's,

have a total annual budget of $1,236,188,

have a self-supporting non-credit program,

expect an increase in non-credit programming activity for the coming year.

INSTITUTIONAL PROFILE

FOR FOUR-YEAR PRIVATE INSTITUTIONS

The continuing education program of a four-year public institution in Texas is likely to....

have a director as its top administrator,

have its top administrator report to a Vice President or Provost,

have a 3 full-time administrative, clerical, or technical employees,

have no faculty assigned to non-credit courses,

pay non-credit instructors $33 per hour,

have completed 2,900 course enrollments in 157 course sections with 177,992 contact hours,

have a system for calculating total CEU's awarded

have awarded a total of 28,692 CEU's, if it does have a system for calculating total CEU's,

have a total annual budget of $159,833,

have a self-supporting non-credit program,

expect an increase in non-credit programming activity for the coming year

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